

# Consistent teacher judgement in action: a resource for schools

This resource has been revised to reflect the *Curriculum Programming and Planning, Assessing and Reporting K–12* policy. Its aim is to help establish the understandings necessary to ensure that consistent teacher judgements about student achievement can occur across all key learning areas.

Consistency in relation to assessment occurs when teachers are able to make judgements about student learning that are not dependent on the individual teacher, student, location or time, and are based on a shared understanding of standards of learning.

The key to enhancing consistency is establishing procedures and structures to provide sufficient time on a regular basis for teacher discussion about teaching, learning and assessment.

As teachers talk together about the syllabus framework, discuss the outcomes, share interpretations and examples and participate in workshops, progress is made towards consistency and comparability. Through discussion and debate, teachers should seek to develop a common understanding of what student achievement looks like at a particular point in time.

Undertaken in a supportive, professional environment, moderation activities can assist in developing and refining teacher judgements. Moderation is an important element in working towards the achievement of comparability of teacher judgements in different locations and across different Stages and areas of the curriculum.

Assessment is the process of identifying, gathering and interpreting information about students' learning. It provides vital information at the point of planning, along the way, and at the end of a cycle, in preparation for the next teaching and learning cycle. Teachers compare student achievement against syllabus standards.

Reporting is the process of communicating information about student achievement gained from the assessment process. Schools provide parents/carers, throughout the school year, with formal and informal opportunities to receive information about and discuss their child's learning.

The revised CTJ resource comprises four sections.

- Consistency
  - What is consistency?
  - Planning for consistency.
  - Consistency in practice.
- Moderation
  - What is moderation?
  - Planning for moderation.
  - Moderation in practice.
- Assessment
  - What is assessment?
  - Assessment for learning.
  - Assessment of learning.
- Reporting
  - Key Messages of reporting.
  - Reporting to parents.
  - Whole school planning.

Each section includes a *PowerPoint* presentation and handouts to support workshop presentations.

Schools can also access information through a *PowerPoint* presentation from each of the six key learning areas. The content addresses aspects of the relevant syllabus, consistency, moderation and assessment. It also provides schools with a model for moderation and making judgements about student work.

The revised resource can be found on the ***Time to Teach*** website at

<http://www.curriculumsupport.education.nsw.gov.au/timetoteach>

